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ABSTRACT

An action research project integrated violence intervention and prevention into a child development curriculum through a parenting unit fostering confirmatory methods of struggle management between high school and preschool students. Subjects were 45 second- and third-year child development students, 75 first-year child development students, and 19 three- to four-year-old school district children. Phase I involved piloting a high school parenting unit that trained adolescents in the practices of confirmation during adult-child struggles. Phase II followed the training and student presentations. Video and audio taping of the interactions between the high school students and preschool students allowed the students to see themselves in action so that they become critically aware of their own behavior and its consequences for the preschoolers and themselves. Based upon the parenting unit, all groups identified, presented, and explained previous disconfirmatory struggle practices and alternative confirmatory methods of working through preschool struggles. In addition, the students used all aspects of the unit in their presentations. Some struggle practices once viewed by all never occurred again. Other struggles became the topic of discussion and were clarified before the preschool session began. While confirming the preschoolers had always been a goal of the program, disconfirming became an immediately recognizable offense by the offenders and the observers. (Contains 58 references and 8 tables of data; appendixes contain an outline of the parenting unit, an illustration of the classroom layout, the coding instrument, and confirming and disconfirming response categories.) (RS)

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ED 412 582

# "CONFIRMING THE ONE WITH WHOM I STRUGGLE": A HIGH SCHOOL PARENT TRAINING PROJECT

**FINAL REPORT**

**PRACTITIONER/TEACHER/ACTION RESEARCH**

**Prepared for**
**Interdisciplinary Training Project on Early Childhood Education and Violence Counseling**
**and**
**Harrison High School**

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**Presented at the University of Pennsylvania**
**18th Ethnography in Education Research Forum**
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Running Head: CONFIRMATORY STRUGGLE MANAGEMENT



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# "CONFIRMING THE ONE WITH WHOM I STRUGGLE": A HIGH SCHOOL PARENT TRAINING PROJECT

Abstract for Practitioner/Teacher/Action Research

Since parents report young children's noncompliance as the most problematic issue they face and with conflict between mothers and four year olds occurring on the average of 1.5 times every minute (Stafford & Bayer, 1993), "confirming the one with whom I struggle" (Buber, 1965) becomes a critical parenting skill. Therefore, the goal of this project was to integrate violence intervention and prevention into child development curriculum through a parenting unit fostering confirmatory methods of struggle management between high school and preschool students.

A total of one hundred and thirty-nine students took part in this project. The participants in this study included approximately forty-five second and third year child development students, seventy-five first year child development students, and nineteen three to four year old school district children.

From the beginning, this project involved the joint efforts of the Harrison High School principal, Mr. Marley, the child development teachers, Mrs. Darling and Mrs. Ivory, to integrate violence intervention and prevention into the course's curriculum. Child Development is an elective course that students may repeat for a total of three (3) credits. The study involved two (2) phases: the parenting unit and the preschool program. Phase I involved piloting a high school parenting unit that trained adolescents in the practices of confirmation during adult-child struggles. Phase II followed the training and student presentations. During the preschool program the researcher conducted participant observations and taping of highschooler-preschool interaction, to produce a training manual grounded in high school students' actual experience.

Designed to investigate and promote the productive struggle management practices of high school and pre-school students, this project provided an opportunity to address interpersonal communication and conflict competence in a variety of ways, using a variety of qualitative methods. Video and audio taping of the interactions between the high school and preschool students, grounded the program in the lived experiences of the students. This allowed the students to "see themselves in action" so that they become critically aware of their own behavior and its consequences for the preschoolers and themselves.

## Summary of Results

Based upon the parenting unit, all groups identified, presented, and explained previous disconfirmatory struggle practices and alternative confirmatory methods of working through preschool struggles. In addition, the students utilized all aspects of the unit in their presentations. They not only translated the concepts for the first year highschooler, they also expanded information based upon the specifics of their presentation.

The presentations directly impacted the trained highschoolers, the first year highschoolers, and the supervisors, which indirectly affected the preschoolers. Some struggle practices once viewed by all never occurred again without discussion. Other struggles became the topic of discussion and were clarified before the preschool session began. While confirming the preschoolers had always been a goal of the program, disconfirming became an immediately recognizable offense by the offenders and the observers throughout the Fall session.

Although oppositional events took place all the time during the preschool session, their confirmatory and disconfirmatory nature most often became apparent only after repeated and careful examination of the video tape. In preparing the training video both the researcher and the highschoolers recognized how the stationary eye of the camera reveals factors difficult to account for in situ.

# CONFIRMATORY STRUGGLE MANAGEMENT "CONFIRMING THE ONE WITH WHOM I STRUGGLE": A HIGH SCHOOL PARENT TRAINING PROJECT

The way out is via the door. Why is it that no one will use this method?
(Confucius quoted in R.D. Laing's Self and Others)

Since World War II, the high school in the United States has stood as the doorway between childhood and adulthood (Goodlad, 1984; Postman, 1994). Today, that doorway holds open one of the few passageways into and out of the problem of early childhood violence through its official(Apple, 1993, 1995; Gee, 1992) and hidden curricula (Apple, 1995; Billig, et al., 1988).

During the four years of high school, the demands and responsibilities previously withheld (Postman, 1994) from students become the focus of their attention as they prepare to take their places as adults. As adults-in-training, students physically, cognitively, and socially achieve adulthood (Postman, 1994).

Even as high school students physically mature into adults, they continue to face the problem of violence at home and school. Homicide and suicide are the second and third leading cause of death for this age group (Prothrow-Stith, 1987). High school students remain a part of the 1,849 children abused each day and compose a significant proportion of the 3,288 children who run away each day (Prothrow-Stith, 1993; Wright, 1995). Of the 360,000 children reported abducted each year, 100,000 are "thrown away" or kicked out by parents (Allen & Barovick, 1995, p. 44).

High school students also inflict violence upon others (Carlin, 1994b; Curcio & First, 1993). Each month an estimated 525,000 attacks, shakedowns, and robberies take place in public schools (Kilpatrick, 1992, p. 52).

Through physical maturity, students become the caretakers and possibly the violators of tomorrow's children (Prothrow-Stith, 1993). Many do not wait. Many of the 1,293 teenagers who give birth each day, abuse their children (Check, 1988). Either way, the problem for the neglected population of adolescents is that "more children are murdered by caregivers than by strangers" (Allen & Barovick, 1995, p. 44).

As victims, perpetrators, and the caretakers of the next generation of children, high school students' problem with childhood violence is not oversocialization but "undersocialization in social contact" (Wright, 1995, p. 56). Besides the family, the high school is the public institution charged with socializing adolescents (Goodlad, 1984).

Cognitively, high school students have developed the formal operational thinking (Elkind, 1984, 1994; Kohlberg, 1984; Piaget, 1965, 1974; Selman, 1980, Selman, et al., 1986, 1987, 1989, 1990; Turiel, 1983) necessary to evaluate their family practices and choose to participate in them as a part of their growing search for selfhood and intimacy (Rawlins, 1992). They consolidate their self-conceptions and identities (Whiting, 1990) thereby locating the social systems that will develop and sustain them through a reflexive process (Rawlins, 1992). With or without specific curriculum addressing violence intervention and prevention, students will compare, contrast, and select the social practices they engage in as adults. The officially sanctioned knowledge of the school, curriculum, offers an opportunity to train students in alternative, productive methods of conflict management with young children. This makes the high school one of the passages through which the problem of early childhood violence can get accessed.

That passageway, although fortified by the high school students physical and cognitive development, is accomplished interactionally through their social problem solving (Shure, 1989; Shure & DiGeronimo, 1994; Spivak & Shure, 1974). The extrafamilial relationships of school and friends weave the social fabric of the high school. Through the management of these

extrafamilial relationships in contrast to and along with familial relationships (Silbereisen & Todt, 1994), students work to achieve adult identity, intimacy, and appropriate public comportment (Rawlins, 1992). This management may include violence as a method of relational management (Collins & Laursen, 1992; Wright, 1995). To stress the unacceptability of violence and promote alternative methods generally and particularly with young children, relational management needs legitimation and validation through the school's official curriculum (Prothrow-Stith, 1993).

This project uses the doorway of the high school through its curriculum, to present alternative relational management methods to high school students. Specifically, this project integrated violence intervention and prevention into the Harrison High School Child Development Curriculum through a parenting unit which fostered confirmatory methods of relational struggle management generally and specifically with preschool children.

Achieving the goal of the project necessitated two separate phases. The first phase involved piloting a high school parenting unit that trained adolescents in the practices of confirmation during "caregiver-cared for" struggles (Noddings, 1984). After the training, the second phase included participant observation and taping of preschool interaction to produce a training manual grounded in the Harrison High School students' actual experiences dealing with the struggles they encountered while conducting the high school-based preschool program.

## SIGNIFICANCE

> How parents and teachers talk tells a child how they feel about him [sic]. Their statements affect his self-esteem and self-worth. To a large extent, their language determines his destiny.
>
> (Haim Ginott (1970) in Faber & Mazlish, 1995, p. 1)

Although theories of "Self-fulfilling Prophecy" and the "Pygmalion Effect" have become part of the myths of pedagogy in the United States, since the end of the nineteenth century, curriculum has stood as the official discourse of the school (Kliebard, 1986). This project shares in this tradition and at the same time turns the tradition upon itself by taking a discourse analytical approach to the development of an integrated unit within the child development curriculum using a dialogic perspective. By piloting such a unit, this project goes beyond the current child abuse approaches and school-based conflict management programs. Given the breath that such a literature review would require, the following literature review will restrict itself to areas which the researcher has not already addressed previously (competence theory, Carlin, 1992a; school-based conflict management, Carlin, 1992b, 1995b; Jones & Carlin, 1994a, 1996b; instructional discourse, Carlin, 1994a; youth violence, Carlin, 1994b; socio-cognitive developmental theory and conflict, Carlin, 1993; and, problem solving practices, Carlin, 1995a). Therefore, the review will focus upon high school violence intervention and prevention programs, child development, and dialogue.

Even though the history of violence towards children extends back to Biblical times, intervention and prevention programs have only developed recently. Violence towards children has been a cultural norm since Biblical times (Boas, 1966). Although an angel stayed Isaac's raised hand against Jacob, the purposeful beating of the young gained legitimacy as a necessary means for achieving religious or educational obedience and discipline (Pfohl, 1977; Radbill, 1968). From the Roman legal code of "*Patria Patistas*" (Shepard, 1965), through English common law (Thomas, 1972), to the common law heritage of the United States, a tradition of "legitimatized violence toward children" (Pfohl, 1977, p. 310) has prevailed.

The "sacred" trust of child-rearing included severe punishment in the seventeenth century, while the eighteenth century only held caretakers criminally liable if the punishment caused permanent injury (Check, 1989). The nineteenth century reform movements of the "house-of-refuge" and the crusades of the Society for the Prevention of the Cruelty to Children, and the early twentieth century juvenile courts, institutionalized the abused children to protect

society from future delinquents (Pfohl, 1977).

The location of child abuse in the lower class and minority group members continued with the medical "discovery" of the "battered child syndrome" in 1962. With the support of the media and certain upper-middle class factions, the labelers distanced themselves from the abusers and abuse by making it a punishable crime or a treatable illness for the abuser.

In 1974 the Federal Child Abuse Prevention and Treatment Act established the National Center on Child Abuse and Neglect (Check, 1989). Finally acknowledged at the federal level in this country only twenty years ago, the management of the problem of child abuse remains located in the criminal, the mentally ill, the lower class, or the members of minority groups.

Child abuse continues to endanger children as we near the end of "*The Century of the Child*" as christened by Ellen Key in 1909 (in Boas, 1966). First Lady Hilary Rodham Clinton declared in her book, It Takes a Village, "Children in every social stratum suffer from abuse, neglect, and preventable emotional problems" (1996, p. 16). Approximately 2.3 million cases of child abuse and neglect were reported in the United States in 1987. One percent (1%) of all United States American children are believed to be abused or neglected each year. According to the U.S. National Center on Child Abuse and Neglect, forty percent (40%) of the children identified as abused or neglected are under five (5) years of age. "The problem is. . . More children are murdered by caregivers than by strangers" (Allen & Barovick, 1995, p. 44).

Currently, methods of prevention and intervention focus upon adults. The few youth programs are often limited to onetime hour long awareness presentations. The children receive information on recognizing, avoiding, and reporting abuse. These defensive methods in the hands of children, the victims, hold little security because they have no firm rooting in the daily practices of the child or the society. One way to reinforce or extend these methods of avoiding-then-reporting is to provide children with alternative methods of relating to others (Snyder, 1989).

Methods of relating to others involve communication. Therefore, speech communicating or dialogue should provide the bedrock upon which violence intervention and prevention programs should build. Unfortunately, current high school curriculum, in general, and the child development curriculum, in particular, stands upon socio-cognitive developmental theory using a Piagetian-based model. In the United States, such a model stresses universality, individuality, perspective-taking, peer-orientation, and mediated-action communication (Carlin, 1993). Taken together, they provide a monologic approach to relational management, interpersonal communication, and child development (see Carlin, 1993 for a critical review of conflict and the socio-cognitive approach).

Given that "most conflicts are revealed in fact, to be accomplished by talk and nonaggressive talk at that" (Shantz & Hartup, 1992, p. 4) which occurs "between people" (Stewart, 1990, 1995; Stewart & Logan, 1993; Stewart & Thomas, 1990), "inter"-personal talk or dialogue (Farr, 1990; Maranhao, 1990; Markova & Foppa, 1990) should form the framework for child development curriculum. Although recent models (such as Robert Selman's Interpersonal Negotiation Strategies and Pair Therapy, Schultz & Selman, 1989; Selman, 1980, Selman, et al., 1978, 1983, 1985, 1986, 1987, 1989, 1990, 1991, 1992) emphasize the importance of interaction in the development of the child within a relationship, they do not locate the meaning between people. These models continue to isolate meaning within the individual since interaction stands for expressed thought (Carlin, 1992, Flavell, et al., 1975).

Harrison Senior High School's child development textbooks and teacher manuals (Hildebrand, 1990; Mawhinney & Petersen, 1990a, 1990b; Ryder, 1990a, 1990b; Westlake & Westlake, 1990a, 1990b) contained the prevailing monologic approach to child development and parenting. As in the education literature (for example found in ERIC), child-adult conflict falls under the negative heading of discipline or behavioral difficulty as a problem for the adult to solve. As previously mentioned in the section about child abuse, the molding of the child by the adult predominates.

Although Dewey's progressive education (Dewey, 1938/1963) mitigated this tendency by nurturing the child's expressive freedom (Boas, 1966), child development and parenting programs have remained separate and isolated processes because of the limitations of the Piagetian-based model of socio-cognitive development and a negative concept of conflict upon which they stand (Carlin, 1993).

Programs in conflict management have attempted to neutralize the concept of conflict and focus upon "conflict talk" (Garvey & Shantz, 1992). Two notable high school examples include: Debra Prothrow-Stith's Violence Prevention Program (1987, 1993, 1994); and, the Johnson Brothers' Cooperative Learning (1989, 1991a, 1992-1993, 1994), Creative Controversy (1992), and Peacemakers Programs (1991b, 1993). These programs focus upon general violence intervention and prevention geared towards the student managing a conflict with a peer or a superior but not towards the student as the caretaker of a younger child. The Violence Prevention and Peacemakers Programs are separate, pullout programs that may extend for ten (10) or more lessons. Although Cooperative Learning and Creative Controversy may be integrated into existing programs, they position the students as immature adults set up to constructively function as "small-group beings" (Johnson & Johnson, 1991, p. 4) not as individuals (See Carlin, 1995b for a more extensive critique).

Schools are not the only institutions using adolescents conflict management curriculum. Juvenile correctional institutions work to develop adolescent conflict management. One such program at Camden County Youth Center integrates conflict management into prosocial skills through Structured Learning Training (based upon Goldstein, Sprafkin, Gershaw & Klein, 1980) or "success skills" as Mary Taylor Previte calls it (1994, p. 188). This program has been at the core of Camden County Youth Center (Previte, 1994). This type of program along with the high school programs mentioned, provide some guideline for a parenting unit that is dialogic, relational, conflict-neutral, and developmental.

According to Dr. Debra Prothrow-Stith, author of Deadly Consequences: How Violence Is Destroying Our Teenage Population and a Plan to Begin Solving the Problem:

> The destructive lessons parents teach when they are physically and psychologically abusive to their children and when they allow their children to be physically and psychologically abusive to others, in conjunction with our society's glorification of violence, the ready availability of guns, and the drug culture are an explosive combination that set our children up to be perpetrators and victims of violence. . . teaching children how to function in a social setting without bashing those who stand in their way can make a big difference (1993, pp. 145-146).

Dr. Prothrow-Stith goes on to recommend mandatory parent training in every high school in the nation to "teach every girl and boy how to parent, how to love and care for children, how to discipline them, how to provide for their developmental needs" (1993, p. 157). Unfortunately, the curriculum to do so has not been developed.

Since many developmental theorists focus upon the role of conflict in the social development of children (Perry, Perry, & Kennedy, 1992; Shantz, 1987; Shantz & Hartup, 1992), it stands to reason that it would also play an important role in the social development of parents. Accordingly, conflict becomes a "virtual dance of discord and accord, of disaffirmation and affirmation" (Shantz & Shantz, 1992, p. 7). Therefore, central to parental competence, interpersonal violence, and human existence is struggle and confirmation. Confirmation is a special kind of love that acknowledges the other person's existence with affection and concern (Laing, 1969/1991, 1994). Without confirmation or with disconfirmation, interpersonal violence (which includes neglect) results from denying the other person's existence, significance, or personhood.

Historically, violence and neglect have always been a part of childhood and parenting. Distancing the abuser and the abuse from the rest of society has resulted in an avoiding-then-reporting program mentality. Recognizing the interactional nature of abuse and the value of

prevention, recent programs have begun to address the need for changing adolescents' practices. Limited by the amount of contact and pull-out nature of these programs in high schools, violence prevention instruction requires integration into the high school curriculum. In particular, parenting curriculum needs to include conflict management that incorporates confirmatory practices which foster the positive development of caring relationships.

## SUMMARY OF PROJECT

> Generally students are the best vehicles for passing on ideas, for their thoughts are plastic and can be molded and they can adjust the idea of old men to the shape of reality as they find it in villages and hills of China or in ghettos and suburbs of America.
>
> (Theodore H. White, 1978, p. 122)

Since parents report young children's noncompliance as the most problematic issue they face and with conflict between mothers and four year olds occurring on the average of 1.5 times every minute (Stafford & Bayer, 1993), "confirming the one with whom I struggle" (Buber, 1965) becomes a critical parenting skill. Therefore, the goal of this project was to integrate violence intervention and prevention into child development curriculum through a parenting unit fostering confirmatory methods of struggle management between high school and preschool students. To accomplish this, the project took the insight about the function of confirmation from Martin Buber (1965, 1990, 1994), Maurice Friedman (1983, 1990, 1994), and Carl Rogers (1976, 1994; Cissna & Anderson, 1990); intertwined with Evelyn Sieburg's Interpersonal Confirmation Theory (Cissna, 1975; Cissna & Sieburg, 1981, 1990; Hull, 1982; Jacobs, 1973; Sieburg, 1973, 1985; Sundell, 1972) and dialogic communication (Arnett, 1981, 1985, 1986, 1989, 1992; Anderson, Cissna & Arnett, 1994; Cissna, 1975; Cissna & Anderson, 1990; Crapanzano, 1990; Sampson, 1993; Stewart, 1978, 1987); and combined with John "Sam" Keltner's Struggle Management (1976, 1993, 1994) to produce a sociocultural developmental framework (Bruner, 1984, 1993; Rogoff, 1990; Wertsch, 1984, 1989, 1990a, 1990b, 1991) based upon John Stewart's interpersonal speech communicating concept of the negotiation-of-selves (Stewart, 1995; Stewart & Logan, 1993).

## NATURE OF THE PROJECT

A total of one hundred and thirty-nine students took part in this project. The participants in this study included approximately forty-five second and third year child development students, seventy-five first year child development students, and nineteen three to four year old school district children.

According to the Harrison Township School District Home Economic Department, the child development course is:

> a three year sequential course which affords students the unique opportunity of gaining information about their own development as they work with three and four year old children in a preschool in the high school environment. The students are responsible for the preschool program. They develop and implement lesson plans and evaluate their individual plans and activities.

The course objectives include: identifying the stages of prenatal development; observing the behavior patterns of preschool children; interacting with preschool children; instructing preschool children; exploring career opportunities with preschool children; developing parenting skills; and, evaluating the results.

When Mrs. Darling and Mrs. Ivory, the high school child development teachers, met with high school parents at "Back to School Night," they described the course to the parents as follows:

> [T]he first session continues until the end of January. Each high school student will teach one week (Tuesday, Wednesday, Thursday) out of every four weeks of the fourteen week program. For the other three weeks the high school student assists, evaluates, and observes. The high school student assists other high school students when they teach.

When not teaching or assisting, they evaluate the high school teacher or observe a preschool child for a developmental profile. These roles are listed upon color coded responsibility charts. Although the activities of the program revolve around "teaching" lessons, the purpose of the course is for the high school student "to learn about children" (Field note, 10/04/94).

The highschoolers "learn about children" for fourteen weeks of the first semester by teaching preschoolers lessons and conducting activities during their class period. The morning preschool session starts fifteen minutes into the second period, continues through the entire third period, and concludes fifteen minutes before the end of the fourth period. The afternoon session has a similar time schedule over the fifth, sixth, and seventh periods. Mrs. Darling supervises the three morning classes, or the morning preschool session, and Mrs. Ivory is the "lady-in-charge" (Field note, 10/12/94) for the three afternoon classes, or the afternoon preschool session, as well as the lead teacher for the Home Economics Department. Although the high school students rotate in and out of the classroom every forty-five minutes, the nine morning and ten afternoon preschoolers remain with the same high school instructor, in the same classroom for two hours and fifteen minutes for each session each of the three days each week.

FORMAT

Given the program's structure, to accomplish its goal, this project had two phases. Phase I involved piloting a high school parenting unit that trained adolescents in the practices of confirmation during adult-child struggles. Phase II followed the training and student presentations. During the preschool program the researcher conducted participant observations and taping of highschooler-preschool interaction, to produce a training manual grounded in high school students' actual experience.

During the parenting unit, high school students developed their cooperative negotiation (Fisher & Ury, 1983; Ury, 1991), interpersonal communicative (Spitzberg, 1995; Spitzberg & Cupach, 1984, 1989; Spitzberg & Hecht, 1984), and caretaking (Noddings, 1984, 1994) competence as demonstrated in their presentations to the first year students. Through a variety of activities and their collaborative working out of their presentations, the high school students developed critical self-awareness and reflectiveness about their own behavior and its consequences for the preschoolers and themselves. With this awareness and training in confirmatory responses, these adolescents focused upon solving problems with the preschool children in such a way as to develop better self-esteem through mutually supportive negotiation-of-selves. In turn, the preschoolers benefitted from the recognition, acknowledgement, and supportive responses of the high school students.

After the confirmatory struggle management training, the experienced students presented alternative methods for dealing with preschooler problems to the first year students. Content analysis of the video taped student presentations demonstrated the effectiveness of the training as applied to highschooler-preschooler struggle management.

Achieving the second goal required that the trained students rejoin the novice students full-time to plan and conduct the preschool program which began the seventh week of classes. From the seventh week of the school year through fifteenth week, two days each week the high school students' activities with the preschoolers attending the morning and afternoon sessions were monitored by participant observation, and taping (audio and video). This provided the nucleus of a manual in "best practices" for training students in Child Development and Positive Parenting courses offered subsequently.

In this manner, the researcher accomplished the objectives of the project which included:

- instructing high school students in interpersonal confirmation, its importance in child development, its role in interpersonal violence, and its verbal and nonverbal communication during struggles with preschoolers using a parent training unit designed for this project;
- analyzing through content analysis the trained high school students application of the

parenting unit's confirmatory methods to highschooler-preschooler struggles as presented to their child development teachers and first year students;

- monitoring through participant observation and taping the high school students struggle management practices while they taught, observed, and assisted the three and four year old students in the high school-based preschool program; and,
- designing a Child Development Training Video and Manual.

## METHODOLOGY

> Studies of children in interaction with others are becoming more prominent on the research horizon and are likely to remain important as the social and cultural lineaments of human activities continue to be investigated. . . . A focus on how incipient competencies are practiced, particularized, and perfected may best reveal the subtleties of the workings of the human mind.
>
> (Ina C. Uzgiris, 1989, p. 306)

From the beginning, this project involved the joint efforts of the Harrison High School principal, Mr. Marley, the child development teachers, Mrs. Darling and Mrs. Ivory, to integrate violence intervention and prevention into the course's curriculum. Child Development is an elective course that students may repeat for a total of three (3) credits. The study involved two (2) phases: the parenting unit and the preschool program.

### PHASE I

During the parenting unit phase in September, I conducted ten parenting lessons with the second and third year students, while Mrs. Darling and Mrs. Ivory oriented the first year students in an adjoining classroom. After obtaining parental and high school students' permission, I taught ten lessons to six classes over a three week period. The content of these lessons included instruction about interpersonal confirmation, its importance in child development, its role in interpersonal violence, and its communication (verbal, paraverbal, and nonverbal) during struggles with young children. As a culminating activity, each class of these experienced, trained students selected a specific preschool struggle, presented how it had been handled in the past, and proposed alternative ways for the future. These presentations were made before their high school child development teacher and the first year students. This phase also included a half day observation of three of the six Child Development classes and my addressing the preschool and high school students' parents during different orientation meetings.

The content analysis formed the foundation of the data analysis used during this phase. The sample, the unit of analysis, the instrument, and the administration of the instrument are described respectively.

The sample consisted of the seven presentations the second and third year students made to the first year students and their child development teacher. The third period's presentation is not included because it was video taped and presented to the first year students while the trained students attended a mandatory assembly. The fifth and sixth period classes gave two presentations each due to the larger number of students.

Each group's presentation formed a separate unit of analysis. During the unit, I used guided participation (Rogoff, 1990) to engage each group in cooperative negotiation (Fisher & Ury, 1983; Ury, 1991). Using this method, each group generated struggle list from which they selected one specific struggle for their group's presentation. As a group, they produced a "Conflict Situation Description" from which they generated previous methods of struggle management, and then alternative methods based upon the confirmation training.

After the tenth unit lesson, each group made their presentation to their high school instructor and the first year students in their class. After audio and video taping of the presentations, I made a transcription of each of the seven presentations given that day.

The parenting unit categories composed the instrument for coding. Each category used the

definition provided by the outline. The parenting unit divided into four main sections. The first section about interpersonal violence contained theoretical terminology specific to the unit: communication, confirmation, disconfimation, struggle, verbal, nonverbal. The second section contained concepts relating generally to struggle: spectrum, types, strategies, and guidelines. The third section included interpersonal confirmation concepts: modes, dimensions, and systematizing behavior. The systematizing behavior was divided into confirming and disconfirming clusters. The confirming cluster subdivided into recognition, acknowledgement, and endorsement. The disconfirming cluster included indifferent, impervious, disqualifying and general "dissing" elements. The final section divided struggle management into general and specific struggle management methods and assertive communication skills. General methods included: disfusing, leveling, and cooperative negotiation. Specific methods included: throwing a cure, talking aloud, negotiation-of-selves, XYZ statements, relational reminders, and role reversals. Skills included: clear message format, "I" language, descriptive language, and listening responsively.

Following a procedure similar to the one used by Jones and Carlin (1994a), I coded each presentation first as I watched the video tape. Then using a separate instrument, I coded each presentation as I watched the video tape and read the transcription. Next, using a separate instrument, I coded each presentation reading only the transcription. Finally, I made a master list for each presentation using the three separate coding sheets and reviewed the video tape. I kept only those categories that I cited on the master list and identified during the final viewing.

After the general presentation analysis, each group's struggle role play episode(s) were isolated. The specific struggle(s), participants, disconfirming messages, confirming messages, and the highschooler's suggested alternative methods are identified (Table 1).

The final content analysis separated each group's struggle role play(s) according to struggle incidents. A struggle incident consisted of an arguable behavior (or violation of a highschooler's expectation or requirement) and a dispute statement (or response to the violation by a non-preschooler).

For the struggle role plays (Table 3 A, B, C), each group's struggle episodes contained at least one struggle incident displaying the "old" or previous way of handling such an incident in former preschool sessions. Next, the group's alternative method, using confirmatory struggle management, suggested a "new" way to act during a struggle incident. Then the role plays' struggle incidents were compared to fifty struggle incidents which occurred during the Fall preschool sessions.

The coding instrument contained seventeen categories. Categories 1 through 5 identified the preschool session, the high school class, day, week, and month the incident occurred. The final category of "incident information" determined the occasion during which it happened.

The second section examined the "arguable behavior" (or violation of an expectation or requirement) based on who and what was done. Categories 7A and 7B identified the violator's preschool role and his/her gender. Categories 8 through 10 listed the communication form, type and content.

Section C breakdowns the "dispute statement" (or response to the violation) by role and gender of the responder, the form and kind of response, the response's confirming and disconfirming messages, and categorization of the response as confirming or disconfirming.

For confirming and disconfirming messages, I used Wayne Sundell's response coding categories (1973) which he adapted from Evelyn Sieburg (1973). This instrument was found reliable and valid for analyzing high school teacher-student interaction (Sundell, 1973).

PHASE II

Phases II, the preschool program, consisted of participant observation, audio taping, and video taping nineteen of the forty-one morning and afternoon nursery school sessions. These thirty-eight sessions of two hours and fifteen minutes each started on the first day of the program in October and ended fourteen school weeks later with the preschool students' graduation in

January.

During this phase, I focused upon identifying, describing, and assessing the struggle practices of the highschoolers with the preschoolers. To do this I made over a hundred and fifty hours of on-site scheduled participant-observations of the participants' practices accompanied by written field notes. In addition, I video and audio tape recorded the activities of the program performed at the circle and table areas. I conducted formal and informal interviews with the highschoolers which I used in conjunction with my written field notes and the tapes to locate struggle episodes. I then transcribed selected video and audio taped segments for sampling and analysis. From this data, I produced the training manual and performed a content analysis for comparison with the presentations struggle role plays.

## Methodological Issues

Throughout both phases, I worked at trying to understand what was going on from the high school student's point of view. Each phase presented different challenges in achieving this.

Although for the first stage, the parenting unit, I had the role of teacher, from the beginning I explained that I came to the class to learn from the students how they do things with the preschoolers. At the end of this stage, the high school teachers asked me to assign grade points to the experienced students. After much hesitancy and consideration, I reported to both teachers that each student would receive the highest number of points. I explained that each student cooperated, participated, and fulfilled all of the requirements for the lessons and the presentation. In addition, I felt that it would also make it more difficult for the students to confide in me because they would identify me only as another of their teachers. As it was, I came to them as an outside adult who taught some lessons and wanted to learn about the methods high school students use with preschoolers. I could never hope to be a high school student. Being a teacher and parent provided access to this program, so I could deny neither.

Ethically, I felt a responsibility to the high school students as pupils, consenting participants, and apprentices-in-scholarship. As pupils, I felt obligated to provide service to them in their program in exchange for access. Their acting as participants required me to be as forthwith as possible. Finally, as apprentices-in-scholarship, they curiously asked about researching activities even as they provided the data through their interactions and interviews.

During the second phase, the preschool sessions, the audio and video taping, equipment, and writing field jottings required finding unobtrusive ways of intruding. By the time the preschool sessions began, I had been a regular, weekly visitor to the classes. My presence, as another adult in the room, attracted little notice by the high school students or the preschool students (the three and four year old children).

During both stages, the audio and video tapes served two functions. Initially, the tapes acted as audio and video field notes. My field jottings noted areas to write about in extended field notes. In this way, I acted as a primary research instrument directly observing the phenomenon which I recorded by note-taking and tape-taking. For the second function, the tapes became primary electronic data from which I made transcriptions. This placed the recording equipment in the initial research position of observing the classroom interaction. As the researcher, I interpreted the data from the tapes which I made a rendering of through transcription. Both data approaches resulted in written text which I then coded. With the extended field notes I followed James Spradley's "Developmental Research Sequence" (1979, 1982) thereby making them part of the ethnographic methods and methodology.

I coupled these two approaches to gathering, interpreting,and analyzing data with the highschoolers' talk about what they were doing and what was going on in the classroom using conversation analysis (Sacks, 1995) and Harold Garfinkel's "documentary method" (1967). This recorded talk occurring during classroom activities and casual conversation, followed by questions I asked students, or during informal and formal interviews. The focus remained upon what the highschoolers said about what they had done, were doing, were going to do, or saw themselves

doing on the video monitor.

## RESULTS

> I find that our greatest vices are established from our earliest childhood, and that our chief education is at the hands of wet nurses.
>
> (George Boas, 1865/1966, p. 26)

Each of the two phases had separate results. In addition to the individual results, the two phases combined together to produce overall results from the project. The results from each phase are describe, followed by a discussion of the overall results.

### PHASE I RESULTS

The initial piloting of the parenting unit required taking a broad approach to the topic, content, and evaluation. I guided each group's participation in cooperative negotiation to: generate a struggle list; select a specific struggle or category of struggle involving highschoolers and preschoolers; describe the struggle; previous methods for handling it; and, then propose alternative methods which focused upon confirming the preschooler. Each group selected a different highschooler-preschooler struggle for their presentation to their child development teacher and first year classmates.

To begin organizing their presentations each group generated a list of preschool struggles or "struggle lists". A compilation of the eight groups' "struggle lists" follows:

A. Preschooler(s):
   1. not paying attention to the lesson
   2. refusing or not participating in activities
   3. not responding or not talking when requested
   4. listening during lessons (ie., talking)
   5. touching things during lessons
   6. turn taking
   7. ending projects at different times
   8. with short attention span & weren't kept interested the whole time
   9. arguing over who would sit next to them, laps, and cliques
   10. tattling over toys, [etc.] (cars, chairs, lesson props)
   11. cliques preventing preschoolers from meeting others
   12. being bossy
   13. needing step-by-step directions
   14. disrupting the lesson to go to the bathroom
   15. following other preschoolers' lead

B. Adults:
   1. talking during lessons
      a. preschooler cannot concentrate
      b. had for teacher to calm them down
      c. distracting to all
   2. not communicating with other adults
   3. asking questions to kids while a teacher is teaching
   4. not assisting at appropriate times
   5. not helping or conflicting with the teacher's lesson
   6. helping (over participating) with the preschooler
   7. Absent which disorganizes schedule and causing gaps that had to be filled by others
   8. unnecessarily coming and going during lessons

C. All:
   1. making fun of preschoolers
   2. consistent rule-obeying by everyone

Table 1 summarizes the content of the highschoolers' "Struggle Role Plays." It indicates the group presentation, the selected struggle, the participants in the struggle, the disconfirming messages presented, the confirming messages presented, and the alternative methods suggested. Each group selected a particular struggle to role play to the class. Although the highschooler-preschooler struggles provided the framework, each group determined the participants in the struggle. Next, the table lists the disconfirming message(s) presented in how the struggle had been dealt with in the past. Then, the confirming messages contained within the struggle management precede the highschoolers' suggested alternative method(s) for dealing with the struggle in the upcoming preschool session.

TABLE 1: STRUGGLE ROLE PLAYS

| GROUP | STRUGGLE | PARTICI-PANTS | DISCONFIRMING | CONFIRMING | ALTERNATIVE METHODS |
|---|---|---|---|---|---|
| A | Ps fighting over blocks, not sharing, namecalling | P-P | Impervious Impersonal | Clarification | Talking Aloud XYZ |
| B | Hs laughing at Ps | H(O)-P | Impervious | Acknowledge Supportive | Defusing Leveling, Throw Curve, Role Reversal, Clear Format, "I" Lang. Listening |
| C | Ps fighting, H(A)s not assisting H(T) Hs distracting P | P-P<br>H(A)-H(T)<br>H(A)-P | Rejecting Acknowledge Tangential | Acknowledge | Clear Format |
| D | Ps not transitioning to next activity | P-H(T) | Impersonal Incongruous | Acknowledge Supportive + Feelings | Leveling Clear Format |
| E | Hs distracting Ps | H (A)-P | Impersonal Impervious | Acknowledge Supportive Clarification | Defusing Leveling, Throw Curve, Relational Role Reversal Descriptive |
| F | P(s) disrupting lessons | P-H(T) | Impervious Impersonal | Acknowledge | Defusing Leveling, Throw Curve Talking Aloud |

| GROUP | STRUGGLE | PARTICI-PANTS | DISCONFIRMING | CONFIRMING | ALTERNATIVE METHODS |
|---|---|---|---|---|---|
| G | Lesson distraction/ interruptions by Ps/S/Hs | P/S/H(A/O)-H(T) | Impersonal Impervious Incongruous | Agreement Supportive | Leveling, Throw Curve, XYZ, Role Reversal, Clear Format, "I" lang., Listening |

P = Preschooler, S = Supervising child development teacher
H = Highschooler, (A) = Assisting, (O) = Observing, (T) = Teaching

As Table 1 indicates, the seven (7) group presentations varied in the number os scenes and complexity. For example, Group A's presentation contained three puppet scenes where preschoolers argued, refused to share, and name-called with only one scene using the "Talking Aloud Method" to remedy all three struggles. On the other hand, Group G's one role play displayed a variety of ways the supervisor, the preschoolers, and the highschoolers distract the preschoolers and interrupt the highschooler teaching the lesson. So the chart attempts to organize the data to see possible patterns.

Generally, the struggles presented show the variety and intricacies of "doing" preschool. Sometimes, the preschoolers actively struggle against the teaching highschooler. Other times, the different members of the class violate the expectations or the requirements of the preschool while they do activities with the highschoolers. All of the scenarios involve the preschoolers either initiating the agruable behavior or responding to it. In responding to the arguable behavior, together the seven presentations identified each kind of disconfirming response with impersonal and impervious most often displayed. The alternative confirming responses to the arguable behavior display each kind with acknowledgement and supportive responses, the most common, respectively. These alternative methods accessed each of the confirmatory struggle management methods and skills either partially or in total depending upon the communicative choices made by the highschoolers.

Although the struggles varied, the disconfirming and confirming responses show no correlation between them or the alternative methods used. In fact, as demonstrated by Group C's presentation, a specific kind of response, such as acknowledgement, is not in and of itself disconfirming or confirming. Nor do the alternative methods correlate to specific confirming or disconfirming responses. Even the "Talking Aloud Method" which applies only to struggles with preschoolers incorporated other methods and produced a clarifying response to impersonal and impervious responses, which other methods did as well. In addition, the highschoolers' alternative methods brought out the shared aspects between them and the permeability between them.

By offering the highschoolers a variety of alternative methods and allowing them to define the struggles, participants, and remedies enabled them to make other interconnections between them. Based upon the results shown in Table 1, the meaning-making of the struggle role plays gets accomplished between the participants and is not inherent in the communicative behavior or choices. The dialogue between participants accomplishes the negotiation of confirmatory and disconfirmatory struggle management.

The struggle role play formed the nucleus of each presentation. The highschoolers used a variety of methods for demonstrating what they had learned from the parenting unit. The introduction, role play demonstration, explanation, additional activities, and question-answer period combined to form each group's whole presentation. Table 2 presents the content analysis of the "Parenting Unit Categories Addressed by Group Presentations (A - G)."

Table 2: PARENTING UNIT CATEGORIES ADDRESSED BY GROUP PRESENTATIONS (A - G)

| PARENTING UNIT CATEGORIES | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| DISCOURSE TERMINOLOGY | | | | | | | |
| Communication | • | • | | | | • | |
| Confirm | | • | • | • | • | • | • |
| Disconfirm | | • | • | • | • | • | • |
| Struggle | • | | • | • | • | • | • |
| Verbal | | • | | | | • | |
| Nonverbal | | • | | | | • | • |
| STRUGGLE | | | | | | | |
| Types | • | | | | | | |
| Strategies | | • | • | • | • | • | |
| Guidelines | | • | | • | | • | |
| INTERPERSONAL CONFIRMATION | | | | | | | |
| Modes | | • | | | | • | |
| Dimensions | • | | | | | • | • |
| Confirming Behavior | | | | | | | |
| Recognition | • | • | | • | • | • | |
| Acknowledgement | • | • | | • | • | • | • |
| Endorsement | | • | | • | | • | |
| Disconfirming Behavior | | | | | | | |
| Indifferent | • | • | • | • | • | • | • |
| Impervious | | • | • | | • | • | • |
| Disqualifying | • | • | | • | • | | • |
| Dissing | | • | • | | • | • | • |
| STRUGGLE MANAGEMENT | | | | | | | |
| General Methods | | | | | | | |
| Defusing | | • | | | • | • | |
| Leveling | | • | | • | • | • | • |
| Cooperative Negotiation | • | • | • | • | • | • | • |
| Specific Methods | | | | | | | |
| Throwing a Curve | | • | | | • | • | • |
| Talking Aloud | • | | | | | • | |
| Negotiation-of-selves | | • | | | | | • |
| XYZ statement | • | | | | | | • |
| Relational reminders | | | | | • | | |
| Role Reversal | | • | | | • | | • |
| Skills | | | | | | | |
| Clear message format | | • | • | | | | • |
| "I" language | | • | | | | | • |
| Descriptive language | | | | | • | | |
| Listening responsively | | • | | | | | |

Table 2 takes a broader look at the information the highschoolers used from the parenting unit. All seven groups cooperatively negotiated their presentations before and during their presentations. Even Group G's presentation, where one senior student dominated the talk, had instances where the other students corrected inaccuracies and repeatedly interjected comments and explanations.

In addition to cooperative negotiation, all of the groups identified indifferent behavior as disconfirming. Negative struggle management most often gets recognized as disconfirming, while indifference does not. Child neglect resulting from indifference to a child is important for these adults-in-training to recognize and have alternative methods to counter it.

All of the groups used some form of the discourse terminology, interpersonal confirmation concepts, and struggle management techniques presented in the parenting unit. While not a requirement of the presentation, all but one group even used struggle concepts.

If highschoolers are expected to make alternative struggle management technique a part of their everyday practices, then instructional programs must allow them to make their own sense of the alternatives. As indicated in Table 2, even when two groups received the same instruction, as in Groups C and D and Groups E and F, they used the information in distinctive ways according to the situatedness of the struggle. Generally, no lesson is the same for each class, just as no information gets universally applied in the same situations in the same way.

Finally, Table 3 consists of three parts and contains two separate sets of data. Each part lists the percentages of occurrences of each categories of the "Struggle Incident Coding Instrument". The first three columns lists the results of each group's presentation struggle role plays. The first column presents the results from the old ways these struggles had been handled. The second column lists the new confirmatory alternatives the highschoolers suggested for implementation in the Fall Preschool Session. The third column presents the combined results of all the incidents presented to the class. The final column contains the results of coding fifty struggle incidents that occurred during the Fall Preschool Session involving the presenting highschoolers.

Due to the extensiveness of the categories, the results have been separated into three (3) parts (A, B, & C). Table 3A contains the general struggle incident information. Table 3B lists the results pertaining to the first participant or preschooler's arguable behavior or violation of a highschooler's expectation or requirement. Table 3C displays the highschooler's dispute statement or response to the violation of an expectation or requirement.

TABLE 3A: STRUGGLE ROLE PLAYS (OLD, NEW, ALL) & FALL PRESCHOOL - INCIDENT INFORMATION

| CATEGORIES | OLD | NEW | ALL | | FALL |
|---|---|---|---|---|---|
| 1. SESSION | | | | | |
| AM | 19% | 13% | 17% | | 10% |
| PM | 81% | 87% | 83% | | 90% |
| 2. PERIOD | | | | | |
| 2nd | | | | | 6% |
| 3rd | | | | | 4% |
| 4th | | | | | 0% |
| 5th | | | | | 60% |
| 6th | | | | | 20% |
| 7th | | | | | 10% |
| 3. WEEKDAY | | | | | |
| Tuesday | | | | | 24% |
| Wednesday | | | | | 74% |
| Thursday | | | | | 2% |
| 4. WEEK OF MONTH | | | | | |
| First | | | | | 0% |
| Second | | | | | 82% |
| Third | | | | | 16% |
| Fourth | | | | | 2% |
| Fifth | | | | | 0% |
| 5. MONTH | | | | | |
| October | | | | | 76% |
| November | | | | | 20% |
| December | | | | | 0% |
| January | | | | | 4% |
| 6. OCCASION | | | | | |
| To preschool transitioning | 5% | 7% | 5% | | 6% |
| Between activities transitioning | 0% | 0% | 0% | | 14% |
| To home transitioning | 0% | 0% | 0% | | 0% |
| Ritual activity | 5% | 0% | 3% | | 14% |
| Lesson activity | 90% | 93% | 92% | | 58% |
| Filler activity | 0% | 0% | 0% | | 8% |

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According to Table 3A, as with the presentations, most of the trained highschoolers were in the afternoon session and the majority of the Fall preschool observations occurred during that session. Since categories 2 through 5 only apply to the Fall session, the results will be summarized. The PM's sessions had more focus because of a variety of difficulties the morning session experienced which did not pertain to this study. Because of this, I took limited field notes during the first month. Since the fourth period had particular difficulties, no incidents were included. The after noon session's fifth period received the most attention since it contained 31% of all the trained highschoolers and 46% of all the trained highschoolers in the afternoon session. This fifth period also contained the fullest range of preschool activities. The incidents took place on Tuesday (24%), Wednesday (74%), and Thursday (2%).

76% of the observations took place during the October opening weeks of the Fall preschool sessions for two reasons. First, the trained highschoolers completely conducted all of the activities of the first two weeks while the first year students observed. Second, these occurred closest tot he parenting unit training. Incidents were also included from November and January.

As to the occasion of struggles (#6), in the presentations 92% occurred during lessons. During the Fall preschool, the majority still occurred during lessons (58%), but 20% occurred during transition periods (which comes to 28% if filler activities get included as transitioning time between scheduled activities). Transitioning times have received very little study (Beresin, 1994). Even though the preschoolers had to constantly re-orients themselves to activities, locations, and people, the highschoolers only recognized preschoolers' separation problems. Transitioning responsibilities remain open because highschoolers only consider from the start to the end of their activity their responsibility. Considering the amount of time spent in transitioning, the complexities involved, and the potential struggles, this time needs more explicit study.

## Table 3B: Struggle Role Plays (Old, New, All) & Fall Preschool Incidents - Arguable Behavior (Violation) Information

| CATEGORIES | OLD | NEW | ALL | | FALL |
|---|---|---|---|---|---|
| 7A. Arguable (Violation) Performed By | | | | | |
| Preschooler(s) | 71.4% | 66.7% | 69.5% | | 100% |
| Teaching highschooler | 0% | 0% | 0% | | 0% |
| Assisting highschooler | 4.8% | 6.7% | 5.5% | | 0% |
| Observing highschooler | 4.8% | 6.7% | 5.5% | | 0% |
| Supervisor | 4.8% | 6.7% | 5.5% | | 0% |
| A preschooler & a highschooler | 9.5% | 6.7% | 8.3% | | 0% |
| More than one highschooler | 4.8% | 6.7% | 5.5% | | 0% |
| 7B. Gender of Violator | | | | | |
| Female | 95.2% | 93.3% | 94.4% | | 42% |
| Male | 0% | 0% | 0% | | 44% |
| Both | 4.8% | 6.7% | 5.6% | | 8% |
| Not discernible | | | | | 6% |
| 8. Form of Arguable (Violation) | | | | | |
| Oral | 42.9% | 40% | 41.7% | | 30% |
| Non-oral | 23.8% | 26.7% | 25% | | 46% |
| Both | 33.3% | 33.3% | 33.3% | | 24% |
| 9. Type of Arguable (Violation) | | | | | |
| Conduct | 95.2% | 93.3% | 94.4% | | 46% |
| Knowledge | 4.8% | 6.7% | 5.6% | | 54% |
| 10. Arguable (Violation) Content | | | | | |
| Procedural | 66.7% | 53.7% | 61.1% | | 32% |
| Manners | 28.6% | 2.0% | 25.0% | | 4% |
| Neither | 6.7% | 6.7% | 5.6% | | 64% |
| Both | 0% | 2.0% | 8.3% | | 0% |

In Table 3B during the presentations, 30 % of the struggles they selected involved non-preschoolers as the violators. During the Fall session, preschoolers' arguable behavior signaled the start of an oppositional incident.

The gender of the violator is evenly divided, as it is in the PM session (the AM session has a 2:7 ratio of girls to boys). This gender ratio will be discussed after Table 3C, where it will be correlated with acceptance (#13) and confirming (#16).

While the form of the violation remained relatively the same, the types of violation differed considerably. During the presentations most of the focus on struggle had to do with conduct (94.4%). During the Fall session, violation of knowledge requirements constituted an arguable behavior in 54% of the incidents observed.

During the presentations, procedures and manners combined to represent 86.1% of the struggles. In the Fall, only 36% had to do with either. 64% had to do with neither and probably relates to the knowledge requirements that highschoolers dealt with during the Fall session.

## Table 3C: Struggle Role Plays (Old, New, & All) & Fall Preschool Incidents - Dispute Statement (Response to Violation) Information

| CATEGORIES | OLD | NEW | ALL | | FALL |
|---|---|---|---|---|---|
| 11A. Dispute Statement Response Performed By | | | | | |
| Preschooler | 0% | 0% | 0% | | 0% |
| Teaching highschooler | 90.5% | 80.0% | 86.1% | | 58% |
| Assisting highschooler | 4.75% | 6.7% | 5.6% | | 38% |
| Observing highschooler | 0% | 0% | 0% | | 0% |
| Supervisor | 4.75% | 13.3% | 8.3% | | 4% |
| 11B. Gender of Responder | | | | | |
| Female | 100% | 100% | 100% | | 96% |
| Male | 0% | 0% | 0% | | 4% |
| 12. Form of Dispute Statement | | | | | |
| Oral | 66.7% | 40% | 55.6% | | 52% |
| Non-oral | 0% | 0% | 0% | | 12% |
| Both | 33.3% | 60.0% | 44.4% | | 36% |
| 13. Kind of Dispute Statement | | | | | |
| Accepting | 28.5% | 33.3% | 30.5% | | 43% |
| Non-accepting | 42.9% | 60.0% | 50.0% | | 42% |
| Rejecting | 28.5% | 6.7% | 19.5% | | 24% |
| 14. Dispute Statement Message | | | | | |
| Direct acknowledgement | 14.3% | 21.7% | 18.0% | | 20% |
| Agreement about content | 0% | 30.4% | 15.0% | | 0% |
| Supportive | 0% | 13.0% | 6.8% | | 12% |
| Clarification of content | 0% | 21.7% | 11.4% | | 18% |
| Expression of positive feelings | 0% | 8.7% | 4.5% | | 0% |
| Direct acknowledgement & supportive | | | | | 4% |
| Direct acknowledge, supportive, positive feelings | | | | | 2% |
| None of the above | 85.7% | 6.7% | 43.2% | | 44% |
| 15. Dispute Statement Message | | | | | |
| Impervious | 16.7% | 6.7% | 17.2% | | 16% |
| Interrupting | 8.3% | 0% | 6.9% | | 0% |
| Irrelevant | 4.1% | 0% | 3.4% | | 4% |
| Tangential | 12.5% | 0% | 10.3% | | 4% |
| Impersonal | 25.0% | 0% | 37.9% | | 24% |
| Incoherent | 0% | 0% | 0% | | 0% |
| Incongruous | 8.3% | 0% | 6.9% | | 0% |
| None of the above | 4.1% | 93.3% | 51.7% | | 52% |
| 16. Categorization of Dispute Statement | | | | | |
| Confirming | 4.8% | 100% | 44.4% | | 60% |
| Disconfirming | 95.2% | 0% | 55.6% | | 40% |



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Finally, Table 3C, contains the comparison of the responses by the highschoolers. The presentations had the teaching highschooler responding 86.1% of the time. The Fall session incidents had teaching highschoolers down to assisting highschoolers responding 38% of the time.

For the Fall session, the response form remains primarily oral (52%). Combining the non-oral with both forms increases to the level of the alternative methods of the presentations.

In addition, for the Fall, the kind of dispute statement as accepting, non-accepting, and rejecting does not correlate to the expected categorization. While 43% of the statements were accepting, 60% were confirming. With 42% non-accepting statements, 40% were disconfirming. This looks to support Cissna and Sieburg's claim that disconfirmation is not rejection (1981). At the same time, it indicates that not all confirmation is accepting. The correlation or relationship of acceptance, non-acceptance, and rejection to confirmation needs further investigation. Based upon the first two days of observation, where constant acceptance and confirmation of crying perpetuated crying for some preschoolers. Disconfirming unacceptable behavior is a constructive method of extinguishing such behavior. The dualism of interpersonal confirmation theory severely limits its application without consideration of the context and content of the arguable behavior.

In a post hoc examination of how gender, form, and categorization gives some sense of possible interconnection. Out of the fifty oppositional incidents analyzed, forty-one incidents were responded to by female highschoolers to either a female or male preschooler (excluding the two male highschooler responding incidents, and those involving female and male or not discernible preschoolers). Although the ratio between female and male preschoolers was evenly divided (20 to 21), this pilot study indicate significance between categorization (confirming, disconfirming), preschoolers gender (female, male), and kind of dispute statement (acceptance, non-acceptance, rejection).

Table 4 shows that confirming and disconfirming episodes contained acceptance, non-acceptance, and rejection for both female and male preschoolers. Each female highschooler's confirming or disconfirming response is divided according to whether it accepted, did not accept, or rejected the preschooler's arguable behavior and the gender of the preschooler.

Table 4: Female Confirmation Kind and Preschooler Gender

| CONFIRMING(16) + KIND(13) (41 Female High Schoolers' Responses) | FEMALE PRES (7B=20 Females) | MALE PRES (7B=21 Males) |
|---|---|---|
| Confirming Acceptance | 4 | 8 |
| Confirming Non-acceptance | 3 | 4 |
| Confirming Rejection | 2 | 3 |
| Disconfirming Acceptance | 1 | 2 |
| Disconfirming Non-acceptance | 8 | 2 |
| Disconfirming Rejection | 2 | 2 |

Although Cissna and Sieburg differentiate confirmation and disconfirmation from acceptance and rejection, the relationship is very complicated and includes "non-acceptance". According to this sample, seven of the twenty-two confirming episodes included "non-acceptance" of the preschooler's arguable behavior. For disconfirming episodes, seven of the seventeen included acceptance or rejection of the preschooler's arguable behavior.

Using Cissna and Sieburg's separation of confirmation as either acceptance or rejection and

disconfirmation as neither acceptance or rejection, or non-acceptance, Table 5 shows the significant relationship between confirmation/kind and gender.

Table 5: Female Highschoolers Confirmation and Gender Differences

| CONFIRMING(16) + KIND(13) (27 Female High Schoolers' Responses) | FEMALE PRES (7B=14 Females) | MALE PRES (7B=13 Males) |
|---|---|---|
| Confirming Acceptance/Rejection | 6 | 11 |
| Disconfirming Non-acceptance | 8 | 2 |

The significant relationships between the six categories exists for disconfirming acceptance or rejection and disconfirming non-acceptance. This relationship holds for disconfirming and non-acceptance of the arguable behavior and acceptance.

A chi square nominal analysis with $p<.05$, shows the relationship of gender to confirming and disconfirming as significant. Calculated using Pearson's phi coefficient (Smith, 1988) with a strength of +.43, female highschoolers confirmed female and male preschoolers differently. Male preschoolers are more likely to be confirmed by female highschoolers. Female preschoolers not only experience less confirmation during struggles with female highschoolers, they also experience more disconfirmation and non-acceptance than male preschoolers.
This relationship holds across the kind of response to the preschooler's arguable behavior to general experience of confirmation (confirming, disconfirming) and gender (female, male). Table 6 shows a significant relationship between the gender of the violator and confirmation or disconfirmation.

Table 6: Female Highschoolers Confirmation of Preschoolers

| CATEGORIZATION (16) (41 Female High Schoolers' Responses) | FEMALE PRES (7B=20 Males) | MALE PRES (7B=21 Males) |
|---|---|---|
| Confirming | 9 | 15 |
| Disconfirming | 11 | 6 |

Using chi squared, there is a statistically significant relationship between categorization and gender at the acceptable alpha level for a pilot study of $p < .10$ (Smith, 1988). Although the strength of the relationship is =.30 using Pearson's phi coefficient, it still points to possibilities not considered in previous research. While the education literature has shown a correlation between female teachers encouraging male students more than female students, this study indicates the complexity of gender not only for teachers but also for maternal abuse. This sample of responses from female highschooler between the ages of 16 and 18, has them not only confirming male preschoolers significantly more but the also disconfirmed female preschoolers more. Considering this age population as pre-teachers or teenage mothers' peers, the possibility of female caregivers neglecting female children more combined with confirming them less suggests some interesting leads for breaking the cycle of abuse.

Further, the correlation between the messages and categorization indicate factors other than just the dispute statement message might make the response confirming or disconfirming. 54% of the messages in the confirmatory cluster does not account for 60% confirming categorization. 48% of the messages in the disconfirmatory cluster cannot account for 40% disconfirming

categorization. Just like acknowledging can sometimes be disconfirming, all negative messages might not be disconfirming and all positive messages might not be confirming.

Finally, in the everyday incidents from the Fall session, the highschoolers responded to preschoolers' arguable behavior in confirming ways 60% of the time. While this does not prove that the parenting unit taught them confirmatory struggle practices, it does indicate that the paradox of "confirming the one with whom I struggle" is an achievable practice for highschoolers.

### Phase II Results

Once the Fall preschool session began, my role in the classroom became that of a participant observer, collector of taped data, and interviewer. I used the transcribed field notes, tapes, and interviews to identify, describe, and assess the highschoolers' struggle management practices with the preschoolers.

As described in the previous section, from this data I sampled and analyzed fifty oppositional episodes for comparison with highschoolers' struggle role plays (see Table 3A, B, C). Just as importantly for the child development program, the highschoolers' struggle practices formed the core of a "Child Development Training Video and Manual."

The video functioned as a "preparation tape for discussion of "best practices" and alternative methods for training purposes (Child Development Video Manual, 1994-1995, p. 4). This training video contained fifteen (15) preschool activity events. The events included: two (2) first day organizational episodes led by the program's supervisor and afternoon session child development teacher, Ms. Ivory; two (2) preschool activities episodes (a regularly scheduled ritual and a filler activity) led by experienced highschooler; and eleven (11) lessons (two (2) arts and crafts, two (2) color, two (2) games, one (1) letter, two (2) musical, one (1) science, and one (1) story lesson) conducted by highschoolers.

The training manual contained three section which overviewed the project, supplemented the video events, and outlined the struggle management unit. An addendum included the highschoolers' lesson plans for many of the lessons taped.

The three sections contained different types of materials and different focuses. The first section, the "Project Overview," included: the proposal's rationale; the project's abstract; the goal and objectives of the project; and, general description of participating highschoolers. The second section, "Video Episodes:" described the origins of the video episodes and participating highschoolers; enumerated in a preschool outline the struggles that violated the highschoolers' expectations or requirements; overviewed the video episodes listing the teaching highschooler, date of activity, length of video segment/activity resources collected such as researcher field notes or transcriptions and highschoolers' lesson plans; and, supplied the supplemental materials of guide questions and Interpersonal Negotiation Strategies interview questions with follow-up probes. The third section, "Struggle Management Unit," included: the parenting confirmatory struggle management unit outline; the unit materials; and a project bibliography.

The video and manual were presented to the program's supervisor before the start of the 1995-1996 school year. Both child development high school teachers utilized the video and manual to prepare new child development students and review "best practices" with returning students. The program supervisor also used the video and manual in her parenting course which she made available for the first time this school year. In a follow-up interview, Ms. Ivory described the video and manual as "invaluable" for both the child development and parenting courses.

### Overall Results

Although the project had two phases, together they accomplished the four (4) objectives of the project. Phase I instructed the highschoolers in confirmatory struggle management through a ten (10) lesson parenting unit. The remaining three objectives required coordination with both phases. The content analysis drew upon the audio and video taping of the Phase I group struggle

presentations and the Phase II in situ preschool oppositional events. The Phase II monitoring provided the basis for the training video and manual, which mapped out both phases of the project.

Phase I stressed the a priori framework of the project, while Phase II focused upon the highschoolers' orientations to struggles with preschoolers. After teaching the highschoolers ten (10) lessons, the highschoolers and preschoolers became my teachers. On the first day of preschool, the preschoolers showed me how confirming and accepting their crying only increased the crying for many of the AM preschoolers. By disconfirming the cries of two PM preschoolers and engaging them in other activities took the preschoolers' attention away from parental separation and towards preschool participation.

While the struggle presentations clearly presented confirming and disconfirming practices, the highschoolers taught me how difficult they were to notice in the fast-paced interaction of everyday activities. During all the Fall sessions I attended, only three (3) oppositional episodes were noticeably confirming or disconfirming on-the-spot. The one confirmatory struggle episode I observed only because of my proximity to a quiet interaction. The two (2) disconfirming episodes took place during lessons and were noted by the disconfirming highschooler and the other trained highschoolers as they glanced over at me. Other than these three (3) episodes, the highschoolers identified, evaluated, and described their struggles with the preschoolers as problems. They had to deal with these problems to accomplish "doing" lessons or activities with the preschoolers. Because all preschool activities had preschooler oppositional events, these problems and highschoolers' methods of working them, organized and structured the preschool program. Considering that conducting the preschool allowed the practical application of child development learning, working-the-problem of a preschooler's violation of a highschooler's expectation or requirement displayed and constituted learning child development.

## Summary of Results

Based upon the parenting unit, all groups identified, presented, and explained previous disconfirmatory struggle practices and alternative confirmatory methods of working through preschool struggles. In addition, the students utilized all aspects of the unit in their presentations. They not only translated the concepts for the first year highschooler, they also expanded information based upon the specifics of their presentation.

The presentations directly impacted the trained highschoolers, the first year highschoolers, and the supervisors, which indirectly affected the preschoolers. Some struggle practices once viewed by all never occurred again without discussion. Other struggles became the topic of discussion and were clarified before the preschool session began. While confirming the preschoolers had always been a goal of the program, disconfirming became an immediately recognizable offense by the offenders and the observers throughout the Fall session.

Although oppositional events took play all the time during the preschool session, their confirmatory and disconfirmatory nature most often became apparent only after repeated and careful examination of the video tape. In preparing the training video both the researcher and the highschoolers recognized how the stationary eye of the camera reveals factors difficult to account for in situ.

Combining the results of the analysis of the naturally occurring oppositional events with the training video and manual indicate areas worth further consideration. Particular to this project, two aspects need closer examination. First, confirmation and disconfimation take a variety of forms that involve the acceptance, rejection, and non-acceptance of preschoolers' arguable behavior. The video and manual display and enumerate a variety of "best practices" that highlight the differences. Second, given the sample's preschoolers' confirmation gender differences, who, how, and what highschoolers confirm is not something that can get monitored during the session. Yet the training video allows the supervisors and the highschoolers to systematically explore, discuss, adapt, and integrate practice changes into the everyday practices of the preschool.

## CONCLUDING REMARKS

> We learn simply by the exposure of living, and what we learn most natively is the tradition in which we live.
>
> (David P. Gardner, Vital Speeches, April 15, 1975)

> There is the fear that we shan't prove worthy in the eyes of someone who knows us at least as well as we know ourselves. That is the bear of God. And there is the fear of Man [sic]---fear that men won't understand us and we shall be cut off from them.
>
> (Robert Frost, Newsweek, February 11, 1963)

With all of the information this project has provided, the final question for address is: What has been learned from this program that can be used in other high school programs advocating changing highschoolers' struggle management?

First and foremost, any program must begin and remain grounded in the highschoolers' daily practices. A parenting unit may help them in some distant future, but the highschoolers want to use new information to deal with their present situation. While I talked about parenting, they wanted to use the information with their immediate concern, the preschool program. The most powerful and credible material I provided were the actual video taped preschool activities. Video taped interaction allowed to critical analysis and provocative discussion about what the camera caught. It allowed everyone to take another perspective, the camera's, on the event and its meaning to the participants. Grounding in their lived experience, facilitated verbalization of their jointly shared concerns and practical solution on their terms.

Second, highschoolers treat lessons as lessons. This means that the structure of the program will produce a structural reaction from highschoolers. A lesson is something a student learns for an evaluation. Once the evaluation is over, the student moves on to the next set of lessons. Once the teacher of the lessons leaves, so do the responsibility for commitment to the lessons. If practices are to change, then they need to be regularly monitored, modified, and updated by the trainer.

Third, telling students what they should do without giving them the words and the practice mouthing those word in their situations will not change their everyday practices. Just as no athlete performs well without practice, no highschooler will change their habits without first practicing. Highschoolers are adults-in-training. We need to provide them with all of the training materials they require including constant monitoring, feedback, and support of what of what they are doing and saying. In addition, those training must practice what they preach with the highschoolers. It is irresponsible to require students to do things a certain way without insuring their successful enactment and positive consequences.

Fourth, the demands of the high school place placed constraints upon all involved. Teaching the same lesson for six (6) classes with only a twenty (20) minute lunch break, required physical, vocal, and mental stamina that I could not have maintained for more than three days each week. Observing, taking field notes, monitoring and changing tapes for five (5) hours each day fatigued me and made data analysis difficult. These are only two examples of the challenges the high school as an environment and institution placed on this program. Lack of resources and flexibility of scheduling, logistical difficulties, procedures, and interruptions all eat away at the quality and quantity of training.

Finally, the passageway into and out of childhood violence held open by the door of the high school, gets constructed each day by those inside and outside of it. If we do not support that structure with meaningful programs grounded in the students' everyday practices, then it will collapse inward and explode outward burying all in its waste. In the words of R. D. Laing:

> Total confirmation of one [hu]man by another is an ideal possibility seldom realized. For practical purposes as Buber states, confirmation is always "to some extent or other". Any human interaction implies some measures of confirmation, at any rate of the physical

> bodies of the participants, even when one person is shooting another. The slightest sign of recognition from another at least confirms one's presence in his [sic] world. "No more fiendish punishment could be devised," William James once wrote, "even were such a thing physically possible, than one should be turned loose in society and remain absolutely unnoticed by all the members thereof." (1969/1991, pp. 98-99)

What we shall loose, so shall we lose.

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[* indicates used in parenting unit only]

# APPENDIX A:
# PARENTING UNIT OUTLINE OF
# CONFIRMATORY STRUGGLE MANAGEMENT

OBJECTIVE:

To instruct high school students about interpersonal confirmation, its importance in child/person development, how it is communicated verbally and nonverbally during struggles with preschoolers.

I. INTERPERSONAL VIOLENCE
- A. Statistics (Prothrow-Stith, 1987, 1993, 1994)
  - 1. Center for Disease Control (1987) report violence against children
  - 2. Homicides
  - 3. One day in the lives of American Children
- B. Terms
  - 1. Violence (Laing, 1969/1991, 1994)
  - 2. Love (Laing, 1969/1991, 1994)
  - 3. Family (Bochner, 1976, p. 382)
  - 4. Human communicating - Ten characteristics (Yerby, Buerkel-Rothfuss, & Bochner, 1990)

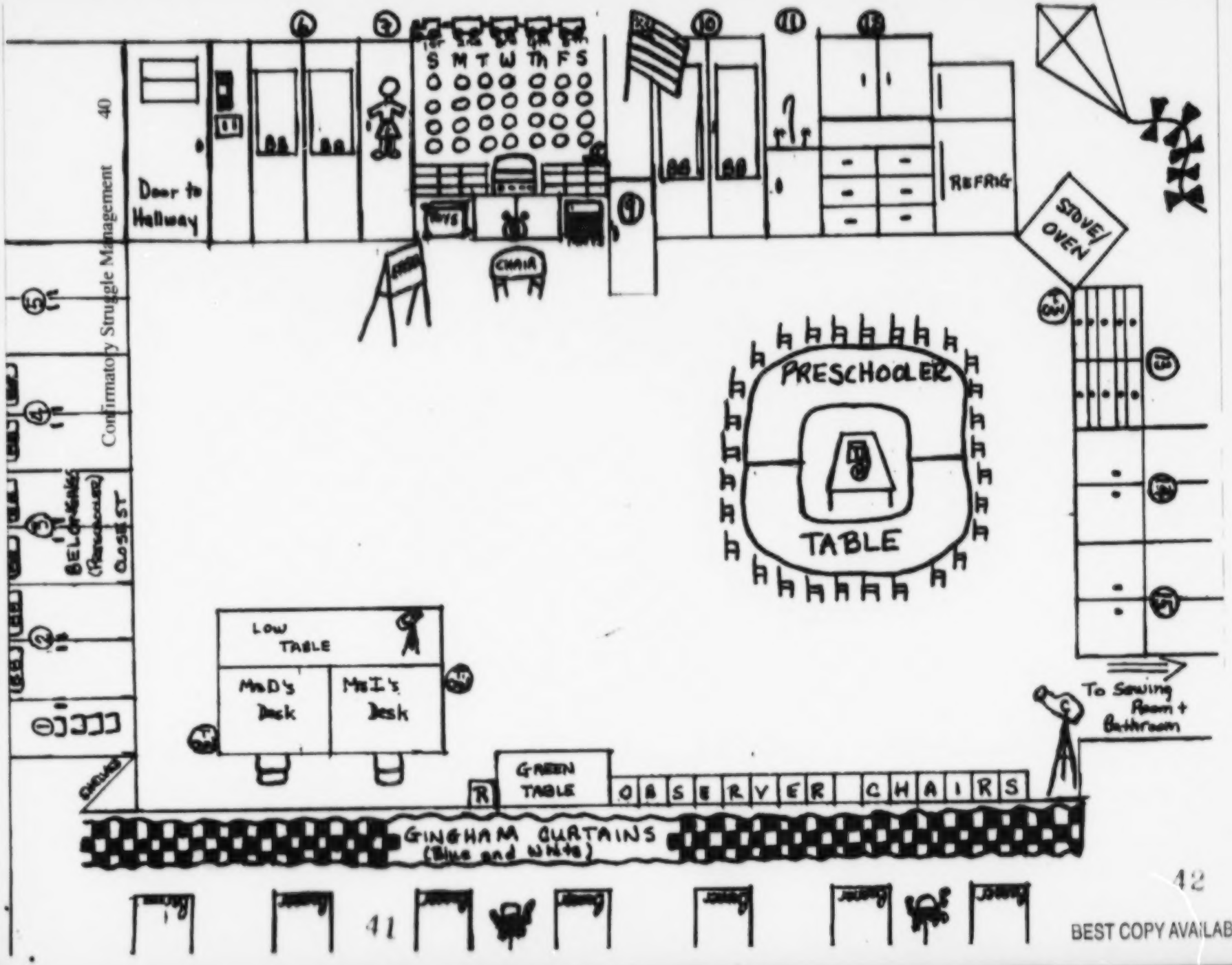
II. STRUGGLE (Keltner, 1976, 1993, 1994)
- A. Struggle spectrum stages (Keltner, 1993, 1994)
- B. Types (Stewart & Logan, 1993)
  - 1. content
  - 2. basic values
  - 3. negotiation-of-selves
- C. Strategies (Johnson, 1990; Johnson & Johnson, 1991a, 1991b; Johnson, Johnson & Holubec, 1994)
- D. Guidelines (Johnson & Johnson, 1991a, 1991b)

III. INTRA-INTERPERSONAL CONFIRMATION (Anderson, Cissna, & Arnett, 1994a, 1994b; Arnett, 1985; Buber, 1957/1965, 1994; Cissna & Sieburg, 1981, 1990; Friedman, 1983, 1994; Hull, 1982; Jacobs, 1973; Rogers, 1976, 1994; Sieburg, 1973, 1985; Stewart, 1985, 1990; Sundell, 1972)
- A. Confirmation
  - 1. Conceptualization
    - a. Importance (Buber, 1957)
    - b. Definition (Cissna & Sieburg, 1990)
    - c. Relation to love and violence (Laing, 1961/1967)
    - d. Modes (Laing, 1968/1991)
    - e. Dimensions of confirmation
    - f. Systematizing behavior
      - 1) Confirming
        - a) Recognition cluster
        - b) Acknowledgement (Involvement) cluster
        - c) Endorsement cluster
      - 2) Disconfirming
        - a) Indifferent response (denying existence or relation)
        - b) Impervious response (denying self-experience of the

other)
- c) Disqualifying response (denying the other's significance)
- d) Dissing (Me, You, Situation, Topic) (Stewart & Logan, 1993)
- e) Responses (Sundell, 1972)
  - 1) Confirming
    - (a) Direct acknowledgement
    - (b) Agreement about content
    - (c) Supportive response
    - (d) Clarification of content
  - 2) Disconfirming
    - (a) Imperviousness
    - (b) Tangential

IV. STRUGGLE MANAGEMENT
- A. Methods
  - 1. General
    - a. Defusing (Stewart & Logan, 1993)
    - b. Leveling (Stewart & Logan, 1993)
    - c. Cooperative Negotiation (Fisher & Ury, 1981)
  - 2. Specific
    - a. for Violence Intervention & Prevention (Prothrow-Stith, 1987, 1993, 1994) - "Throwing a Curve: Your Choice"
    - b. for Preschoolers ("Talking Aloud Method", Bayer, et al., 1993)
    - c. for "negotiation-of-selves" conflict (Bayer, 1992; Satir, 1976; Stafford & Bayer, 1993; Stewart & Logan, 1993)
    - d. Skills (Adler & Towne, 1991; Brillhart & Galanes, 1989; Creighton & Kivel, 1992; Fisher & Ury, 1981; Stewart, 1985a, 1985b; Stewart & Logan, 1990; Stewart & Thomas, 1990; Ury, 1991)

Confirmatory Struggle Management





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## APPENDIX C:
## STRUGGLE INCIDENT CODING INSTRUMENT

1. Session
   1. AM
   2. PM

2. Period
   1. 2
   2. 3
   3. 4
   4. 5
   5. 6
   6. 7

3. Day of the week
   1. Tuesday
   2. Wednesday
   3. Thursday

4. Week of the month (1st Tues.)
   1. First
   2. Second
   3. Third
   4. Fourth
   5. Fifth

5. Month
   0. September
   1. October
   2. November
   3. December
   4. January

6. Type of Activity
   1. Home to preschool transitioning
   2. Between preschool activities transitioning
   3. Preschool to home transitioning
   4. Ritual activity
   5. Lesson activity
   6. Filler activity

STRUGGLE INCIDENT

7A. Arguable behavior performed by
   1. Preschooler
   2. Teaching highschooler
   3. Assisting highschooler
   4. Observing highschooler
   5. Supervisor
   6. More than one preschooler
   7. A preschooler and a highschooler
   8. More than one highschooler

7B. Gender of performer
   1. Female
   2. Male
   3. Both
   4. Not discernible

8. Form of arguable behavior (violation)
   1. Oral
   2. Non-oral
   3. Both

9. Type of arguable behavior (violation)
   1. Conduct
   2. Knowledge

10. Content of arguable behavior (violation)
    1. Procedural
    2. Manners
    3. Neither

11A. Dispute statement performed by
    1. Preschooler
    2. Teaching highschooler
    3. Assisting highschooler
    4. Observing highschooler
    5. Supervisor

11B. Gender of responder
    1. Female
    2. Male
    3. Both
    4. Not discernible

12. Form of dispute statement (response to violation)
    1. Oral
    2. Non-oral
    3. Both

13. Kind of dispute statement regarding arguable behavior
    1. Accepting
    2. Non-accepting
    3. Rejecting

14. Dispute statement message (response to violation)
    1. Direct acknowledgement
    2. Agreement about content
    3. Supportive
    4. Clarification of content
    5. Expression of positive feelings
    6. Direct acknowledgement & one of #2 - #5
    7. Direct acknowledgement & supportive & positive feelings
    8. None of the above

15. Dispute statement message (response to violation)
    1. Impervious
    2. Interrupting
    3. Irrelevant
    4. Tangential
    5. Impersonal
    6. Incoherent
    7. Incongruous
    8. None of the above
    9. Impersonal & tangential
    10. Indirect acknowledgement & impersonal
    11. Any three of #1 - #6

16. Categorization of dispute statement (response to violation)
    1. Confirming
    2. Disconfirming

## APPENDIX D:
## CONFIRMING & DISCONFIRMING RESPONSE CATEGORIES

Sundell, W. (1972). The Operation of Confirming and Disconfirming Verbal Behavior in Selected Teacher-Student Interaction. Doctoral Dissertation, University of Denver. (University Microfilms No. 72-25, 030).

### CONFIRMING RESPONSES

**Direct Acknowledgment** - Teacher or student acknowledges the other's communication and reacts to it directly and verbally.

**Agreement about Content** - Teacher or student reinforces or supports information or opinion expressed by the other speaker.

**Supportive Response** - Teacher or student offers the other speaker comfort, expresses understanding of him as an individual, protects him, reassures him, takes care of him, or tries to make him feel better.

**Clarification of Content** - Teacher or student tries to clarify the content of another's message. He may elicit more information about the subject, encourage the other to say more about the subject, or repeat what was said in a questioning way.

**Expression of Positive Feelings** - Teacher or student describes his own feelings in response to prior utterance of the other.

### DISCONFIRMING RESPONSES

**Impervious Response** - A teacher or student's statement is impervious if it fails to acknowledge the other speaker's verbalization, interrupts the other speaker's verbalization or is irrelevant to the other speaker's statement.

**Impervious Response** - Teacher or student fails to acknowledge even minimally the other speaker's communicative attempt. He appears to ignore or disregard the other speaker by making no verbal acknowledgment of his communication.

**Interrupting Response** - Teacher or student begins while the other speaker is still talking; cuts the other speaker off before his point is made. (Does not include brief overlaps at end of another's utterance, simultaneous sounds of agreement, as "yeah," or cases where two people begin to speak at the same time and one drops out or defers to the other by saying, "go ahead," or something equivalent.)

**Irrelevant Responses** - Teacher or student responds in a way that is unrelated to what the other speaker has been saying. For example, a new topic is introduced without warning or the speaker returns to his own earlier topic, apparently disregarding the intervening conversation.

**Tangential Response** - Teacher or student acknowledges the other person's communication but takes the conversation in another direction immediately. This kind of response may take the form of a "tangential shift" or a "tangential drift." The shift is illustrated by the excited child who runs to his teacher saying "look at the worm I caught!" and the teacher answers, "It's beautiful, now go wash your dirty hands." The drift is illustrated by the teacher who acknowledges the student's communication, but is immediately reminded of something in his own experience and starts to relate it, making a token connection with the other's communication.

**Impersonal Response** - Teacher or student response contains few first person statements and more generalized "you" or "one" statements.

**Incoherent Response** - Teacher or student responds with sentences that are incomplete or with speeches that are rambling, incoherent or difficult to follow because they contain much retracing, rephrasing, or verbalizations such as "you know," or "I mean," which add nothing to the content.

**Incongruous Response** - Teacher or student sends two verbal messages and one seems to deny the other at a different communicative level.